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Abstract

The Rehabilitation Education Advancement and Placement (REAP) program, a pilot demonstration project sponsored by the Research and Training Center at the University of Pittsburgh and the Pennsylvania Rehabilitation Center (PRC), operated for 30 weeks and provided Adult Basic Education Training for rehabilitation clients. The ultimate goal of the program was that participants achieve more effective living in their social, civic, economic, and personal life. Clients were referred to REAP from PRC by instructors; counselors interviewed and tested clients with the California Achievement Test (used to determine eligibility for the program), the Social Vocabulary Index Test, and the Attitudes Inventory for Youth. Classes, based on participant interest, included consumer mathematics, reading improvement, communications, government, psychology, sex education, and family living. The Curriculum Guide to Adult Basic Education was eventually used as a basis for the REAP curriculum. Clients generally felt that they profited from the program; many felt a significant change in their feeling of social approval and self acceptance. As a whole, those clients who attended REAP regularly demonstrated more positive improvement in their vocational program at PRC. (se)

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ED033290

Pennsylvania Rehabilitation Center

Johnstown, Pennsylvania

ADULT EDUCATION

Rehabilitation Education Advancement Placement

PROGRAM

awards this diploma to

on this date JUNE 1969

for satisfatory completion of

FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RT-14 Report: Vol. 4, No. 12
University of Pittsburgh
Research & Training Center
in Vocational Rehabilitation

R E A P

REHABILITATION EDUCATION ADVANCEMENT AND PLACEMENT

(A PROGRAM IN ADULT BASIC EDUCATION)

Final Project Report

(June 1969)

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AC005545

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INTRODUCTION

Research has demonstrated a direct relationship between an adult's educational attainment, his occupation and consequently his earnings. Lack of schooling results in lower earning capacity, higher rates of unemployment, more dependence on public welfare, higher rejections for military service and insufficient literacy skills for vocational training and retraining. Unskilled workers have the highest rate of unemployment and the lowest level of education. Most recipients of public assistance are persons of low educational attainment (Brice, 1966).

In Overview magazine (October, 1962) we found the statement:

> "Virtually all job-training programs....require that trainees be able to read and write. No longer can an apprentice learn how to use the tools of his trade through oral instruction or watching another man work. Textbooks, parts catalogs, and assembly manuals are standard today for training and day-to-day activity."

Purpose

The proposed REAP program was a pilot demonstration program of the Research and Training Center of the University of Pittsburgh and the Pennsylvania Rehabilitation Center to develop an educational services center to use education to condition clients in a rehabilitation center for successful and effective living in their social, civic, economic and personal relationships.

The purpose of the program was to:

1. eliminate some illiteracy
2. re-orient the educationally retarded
3. administer to educational deficiencies
4. extend elementary and secondary education
5. enhance vocational competency
6. develop progressive habits of industry

The major emphasis, however, was upon the acquisition of skills by clients which could contribute to their successful living in the immediate or not-too-distant future.

Philosophy

Rehabilitation must not, as is often the case, be confused with the purely surface manifestations of individual betterment. Rehabilitation is not evidenced by executing a simple pattern of learning activities, or accumulating test scores. Mere learning, per se, is not to be confused as character reconstruction. Evidences of "true learning" generally are nothing more than the superficial aspects of rehabilitation. The improved individual has become reconstructed when the desired changes in his pattern of daily living portray his reactions to acceptable standards of social relationships and civic responsibilities. The individual's philosophy, objectives and habits of thinking are as important as the development of manipulative skills in the broad scope of character reconstruction. Educational betterments are of importance to the extent that they reflect important ways of acting and thinking. Theory and practice must be consistent. The ultimate goal in a comprehensive social rehabilitation program is the development of a socialized and integrated human personality. The acquisition of fundamental learning experiences will be reflected through an improved status of personal and social relationships.

Basic adult education is the key that could unlock the doors to other basic areas of living.

In general it might be said that the future holds a pattern of retraining and continuous education and upward mobility along the occupational scale if the vocationally marginal worker is to keep pace with the overall industrial and occupational trends. This is evidenced by the Occupational Outlook's

(1966-67) projection that:

1. the decline in agricultural occupations will produce a movement of farm laborers to the urban areas

2. the projected expansion in the service industries and the increased need for service workers

3. the increases in the sales industry

4. the increased mechanization of the manufacturing industry requiring more skilled workers

5. the expansion of the federal, state and local government operations providing increased employment for the marginal worker if his educational level could be improved.

Goals of the REAP Program

The goals of REAP were intended to influence the following areas:

Educational

Increase information
Provide greater academic skills
Foster wider diversity of interests

Vocational

Provide better work habits
Stimulate appreciation of time element
Stimulate greater interest in field of work
Increase depth of concepts related to work
Provide sharper focus on vocational interests
Develop realistic vocational goals

Social

Aid in gaining more sophisticated social attitudes
Improve social skills
Help develop values more concordant with social milieu
Help with personal grooming and appearance

Psychological

Improve self-knowledge
Enhance ability to concentrate
Develop more mature sense of responsibility
Increased psychological equilibrium
Give satisfaction in being productive

Physical

Improve coordination
Gain greater manipulative skill
Increase in physical tolerance
Gain knowledge of health habits and disability

Personal

Help develop an adequate personal care
Give greater sense of proportion
Increase happiness
Better define life goals

Review of the Literature

Need for REAP

Adult basic education is not a new concept in American education and is deeply rooted in American tradition. The emphasis has been on Americanization classes and programs for the foreign-born, but the rapid changes in the economic and social structure of American society have made the need for sequential adult basic education a national concern, (Venn, 1966). Recent federal legislation has provided funds through various programs to attack illiteracy on national, state and local levels.

To provide comprehensive programs for the culturally and educationally handicapped adult of all ages, the Adult Basic Education Evaluation and Techniques System (U.S.O.E., 1966), (Venn, 1966) was developed as a sequential program of instruction designed:

1. to eliminate the inability of adults in need of basic education to read and write English
2. to raise substantially the educational level of such adults with a view to make them less likely to become dependent on others
3. to improve the ability to benefit from some occupational training
4. to increase the opportunity for more productive and profitable employment
5. to make them better able to meet their adult responsibilities.

Most recently Robert Finch (1969), Secretary at Health, Education and Welfare and past president of the National Association for Public School Adult Education stated that adult education is too frequently thought of as contract bridge instruction, dog obedience training and flower arranging. Finch advocated serious adult education programs as a must to give millions of people jobs, dignity and self-respect.

Adult education, with a steady growth, gives many indications of being without peer as to enrollment and expenditure within the next decade and this encroachment of adult education had been identified by Clark (1958).

Incidence

The 1960 census covering illiteracy of persons 14 years and over established the number of people with no school years completed at 2,276,133; this was 2.2% of the adult population. Furthermore, those in the same age range having completed 4 years or less number 6,026,747. Over 8 million are lost to education at the 4th grade level or below (U.S. Department of Commerce, 1963). More than 25,300,000 individuals over the age of 14 have not completed an 8th grade education and 11,300,000 have not completed a 5th grade education.

Research into the Vocational Education Act of 1963 recognized that for education of grade level 8.6, employment opportunities for the unskilled will remain unchanged during the nineteen sixties. Furthermore, for educational attainment of less than 9 years, employment during the fifties declined 8.2%.

In all, the potential enrollment in adult education is such that the United States is committed to a new emphasis within education and to a new expenditure of income for it. The federal government has obligated itself to an education appropriation in excess of $5 billion for fiscal year 1966, a large part of which has been scheduled for adult vocational training.

Present ABE Programs in Industry

There is strong evidence that the best place to train people is the world of work. The National Association of Manufacturers started a pilot program (MIND) several years ago which raised the reading, writing and arithmetic levels of Harlem youth by 4 grade levels in 100 hours of instruction. N.A.M.'s

MIND staff worked with the Corn Products Company in Argo, Illinois to develop a basic education program for company employees who could not qualify for new jobs. A pilot project for 38 employees was conducted two hours each day after working hours on the employee's own time for an average of 79 hours. It helped to raise educational levels from 2 to 3-1/2 years.

The Campbell Soup Company developed a program with the Chicago Board of Education in which the board supplied teachers and material for a course developed on company premises. Twenty-four employees completed a course covering grades 1-6. Classes were held 2 hours a day on the employee's own time. The company is so pleased with the results that the program is now open to all interested employees.

The Board for Fundamental Education, a non-profit organization which has conducted in-plant basic education courses for about 80,000 employees, designs special programs to meet individual company needs. BFE recently embarked on a program to upgrade 1,600 employees of the 12 largest steel companies in Chicago and Baltimore.

Gloege (1967) evaluated the impact of the Job Corps Center Program on the attitudes and behavior of 40-50 corpsmen who attended basic education classes and received on-the-job training. The information was gathered from teachers, work supervisors, counselors, and other corpsmen regarding behavior and attitudinal changes and the centers' effectiveness. It was found that the reading ability advanced, on the average, 1.6 grade levels and work and work skills improved as did the entire motivational attitude.

Pinnock and Taylor (1967) summarized the accomplishments of the adult basic education program of Tuskegee Institute with seasonally employed agricultural workers. There were 1122 participants who improved their reading skills,

57 youths were accepted in trade schools, 48 men accepted MOTA training and 605 persons received social security benefits.

Adult Learning Behavior

Cohen (1962) points out that if there is a decrement in learning ability as age increases, it is not large. He further concludes, "If, therefore, adults at various ages do not perform as well in learning situations as do individuals aged twenty to twenty-five, the reasons must be sought in other factors such as speed, motivation, attitude, etc." He suggested the following principles to be followed in adult education: (1) the intellectual abilities of adults permit successful learning at all ages, at least until age sixty and probably beyond; (2) the learning situation in order to be effective must take into account declines in physiological abilities of older adults; (3) perhaps the most important inference to be drawn from psychological research is the fact that motivational and attitudinal considerations apparently play an even more crucial role in the learning process among adults than they do among children--the adult is not likely to be motivated to learn something which has little or no meaning to him; (4) adults come to the learning situation with far more numerous and more rigid "mental sets" than younger students.

Weiner (1964) concluded from the findings of a study of the decrease in the prominence of general ability or intellective factor as a concomitant of increasing age in successive age groups from 14 to 54 that, "General ability, as defined, is at least as important a component of mental organization at adult levels as it is during the early teen years." He found no decrease in general ability among the successive age groups.

Early studies indicated that adults were better able to perform verbal tasks than other tasks throughout the adult age range. More recent research

(Birren et al., 1963) tends to confirm this finding when, in a study of a group of healthy elderly men, the subjects turned in a higher verbal performance than expected for young adults. However, they scored lower than the young adults on the digit symbol test. Thatcher (1963) reflected the literature quite accurately when he said, "Tests of mental ability reveal that while adults may not do as well in mathematical skills and reasoning in spatial relationships as they grow older, they seem to lose little of their verbal skills such as reading and vocabulary and little of their general reasoning ability and judgment." He further indicated that several factors including lack of confidence block the adult student's ability to concentrate, memorize, speak up in class, and take tests.

Short-term studies of adult attitudes indicate that self-depreciation is associated with aging (Bloom, 1961), that adults exhibit ambivalence in self-attitudes (Werner et al., 1961), and that adults tend to consider themselves younger than their chronological age. Further research has found that although self-confidence and self-concept declines with age, older people tend to be less defensive and tolerate personal imperfections more. Gurin, Veroff and Feld (1960) found that the psychological and physical anxiety of both sexes increased from age 25 to age 65. Other studies have revealed variations in emotional responsiveness with age. McClusky (1965) indicated a need for a differential psychology of adults and warned against the assumption of equivalence of stimulation and motivation in successive stages of change from adolescence through late adulthood.

Centers (1948) reported a study of the motivational aspects of occupational stratification of 1100 men who represented a cross-section of the adult white male population and who were divided into the major job classifications. He

found that the lower the person's occupational level, the more likely he is to say that he does not have a good chance to get ahead in his line of work.

Cloward and Jones (1963) in discussing social class and educational attitudes and participation, report the forces making for lower academic achievement among impoverished youth as receiving less instructional time and the tendency in our society to motivate academic achievement by holding out the promise of future occupational rewards. The latter, they state, is not valid for the underprivileged because "educational attainment does not necessarily enable the lower-class person to overcome the disadvantages of his low social origins, thus imposing a restraint upon upward mobility. In a rather extensive interview study of 988 respondents, Cloward and Jones examined the problem of differences in attitudes toward education by social class. Their findings indicated that evaluations of the importance of education in the lower and working classes appear to be influenced by occupational aspirations when contrasted with the evaluations of middle-class persons.

Summary

Brice (1966) posits a direct relationship between an adult's educational attainment, his occupation and consequently his earnings. Lack of schooling results in lower earning capacity, higher rates of unemployment, more dependence on public welfare, higher rejections for military service, and insufficient literacy skills for vocational training and retraining. Brice cites a study of all employed males during 1957 in the age group 35 to 54 who had completed less than 8 years of elementary school. In this group 92 per cent earned less than $6,000 per year. Of the employed workers with less than an eighth grade education 65 per cent had between $1,000 and $1,500 and 61 per cent had incomes between $1,500 and $2,500.

Unskilled workers have the highest rates of unemployment and the lowest level of education. Most recipients of public assistance are persons of low educational attainment. However, it can be said that adults, including under-educated adults, present, to the teacher or to the materials from which they learn, a complex set of attitudes which are individual in nature and must be carefully examined and understood by the teacher if education in reading or any other subject is to be effective. The common knowns are that adults bring to the learning situation a number of rather fixed attitudes, including fears, habits, rationalizations, self-abasement, and the like, which cannot be clearly grouped and analyzed. The adult has been a free agent in thinking and general operational responsibility and therefore will not be classified as customarily children have been classified. More information is needed about attitudes if adults are to be taught in large groups. Rather the present state of information would indicate that adults require a greater degree of individual attention, at least at the basic education level.

Today education is the determining or limiting factor for entrance to many economic and social openings. The clamour by adults to be afforded an opportunity to achieve their full stature is now recognized as a moral right, and adult basic education is considered one of the principal means by which this opportunity for self-development can be provided.

DESCRIPTION OF PROGRAM AND STAFF

Organization

The REAP Program was planned and organized as a joint effort between the Pennsylvania Rehabilitation Center and Research and Training personnel and was funded through the Cambria County Board of School Directors. The idea of establishing an adult basic education program at PRC was a new one. Hence, a fair amount of exploration and planning was necessary in order to gain PRC personnel interest and involvement. A planning committee, made up of key PRC staff who would be most closely involved with the program, began meeting early in the summer of 1968. The committee was comprised of the project administrator, Dr. Elmer Match of RT-14 staff, and the REAP supervisors: Boyd Lehman, Director of Vocational Training; Wayne Kirker, Coordinator of Therapeutic Services; and Andrew Havrilla, Supervisor of Counselors-PRC staff.

The planning committee was formed to help construct a smooth running and efficient framework in which REAP could function. Each member of the planning committee was charged with providing background information so that REAP could coordinate its activities with already established PRC programs. For example, the courses being offered by REAP, the level of instruction and special areas of interest and concentration had to be determined before REAP curricula could be formulated. It was understood that no services offered during the day classes could be duplicated in the evenings. All committee members, but especially the directors of counseling and training services, were consulted for this phase of planning. In addition, operating the program during the prime evening recreation hours was of considerable concern. Adjustment of

recreation hours and determination of REAP absentee policies were necessary to allow both programs to serve the largest number of clients possible without conflict in programming. It was realized that many of the people active in one program would more than likely want to be active in both. The PRC coordinator of therapeutic services served to resolve problems of this nature.

Another function of the planning committee was to act as the liaison contact between REAP and PRC. It was hoped that each member of the planning committee would inform his own staff of REAP progress through the planning stages. It was conjectured that if PRC staff knew what was being planned, they in turn could offer suggestions for incorporation into the program. They would also be better able to make a quick acceptance of REAP procedures and policies if they were aware of the rationale behind their adoption. Finally, they would be better qualified to make accurate client referrals to the program, if they knew exactly what the program involved.

Curriculum

Early in the summer of 1968, a poll was taken of PRC clients to determine what areas of study would be of greatest interest to them. In response to the question, "Which subjects are you interested in?", the following results were received:

Reading	113	Marriage and Children	72
Writing	39	Your Job	55
Arithmetic	83	Science	48
Speaking	69	Citizenship	27
About the World	59	Homemaking	25

The results of the questionnaire proved staff observations to be correct. The areas which the clients seemed most interested in were those in which their records showed they were most deficient. This information combined with the background, training and experience of the instructors hired gave clear direction

to the curricula to be offered.

The original schedule of REAP classes included two sections of each of the following classes: Modern Math, Consumer Math, Reading Improvement, Communications, Communications-Reading, Government and Psychology. The fluctuating PRC population affected the program to the extent that several times during the year the program was changed to meet the changing needs of the individuals. New classes were added as needed and those which were not needed were dropped. The first class to be added was Social-Perceptual Training. This class was organized to give special attention to clients who had been sheltered or institutionalized most of their lives. A section of Communications-Reading and one of Psychology were dropped shortly after the program was started because of an extreme decline in enrollment. Midway into the program a section of Government was also dropped because of poor attendance, and another section of Basic Mathematics was added. Whenever possible, provisions were made for homogenous grouping in classes to allow for the individual differences in ability of the clients.

The Curriculum Guide to Adult Basic Education (Beginning and Intermediate Levels) published by the Office of Education (HEW) was the major reference for writing the REAP curriculum guidelines. Additional direction was taken from a survey of catalogs and texts available in the field by comparing the ABE material available in light of the HEW recommendations.

As the guidelines were defined and distributed to the instructors, two important principles were held to the fore: (1) Although general guidelines were presented for management of the class as a whole, it was understood that modifications were to be made by the instructors according to the needs of the individuals in each class, and (2) Class material and presentations were,

whenever possible, to be oriented or related to adults in a vocational setting. These criteria were felt to be reasonable, inasmuch as the REAP staff was to be comprised largely of experienced PRC vocational instructors who used similar methods during their day sessions.

REAP Staff

In drawing the preliminary plans of the REAP program, it was decided by the planning committee that members of PRC's full-time staff should be used whenever possible. Several reasons can be offered for making this decision. First, PRC staff members were accustomed to working in the particular institutional setting (rehabilitation). They knew the building, its policies, its system of management. More importantly, they knew the clients and their particular needs. Not only would they feel easy working with and handling adults, but they probably would also be better prepared to manage any emergency situations which arose, medical or otherwise. It was felt that this kind of prior knowledge would be of special advantage in establishing an experimental educational program at PRC.

Secondly, it was felt that having the whole staff at PRC during the day could be capitalized on. Operation of the program would be more efficient if all the instructors knew one another personally and had many opportunities to communicate with one another in solving mutual problems. Informal staff and client interaction during the day classes could help to promote better formal interaction during the evening classes. In addition, the administration of the rehabilitation center was most cooperative in allowing formal REAP staff meetings to be scheduled on center time, late in the afternoon after the close of regular vocational instruction.

A third and very important reason for using Center personnel in the program was for the program's success. It was anticipated that PRC staff members who were active in REAP were its best supporters. They were the people who made the greatest effort in attracting clients who could most benefit from REAP services. They had the greatest contact with clients and were therefore more aware of client needs. They were in an excellent position to make accurate referrals. In final analysis of the program, it was believed that the fairest and most meaningful criticism came from the instructors. The instructors understood the mechanics of both the Center program and the REAP program; therefore, their criticism was doubtless more realistic. It was aimed at shaping the program for the next session in the fall.

The REAP staff consisted of approximately twenty-five people, all of whom were full-time employees of the Pennsylvania Rehabilitation Center or the Research and Training Center. REAP employed two full-time supervisors who operated under the direction of the project administrator, Dr. Match. The supervisors, the Director of Vocational Instruction, and the Coordinator of Therapeutic Activities for the Center, were responsible for the general management of staff and students. Instructors were directly responsible to supervisors for class attendance and maintenance of accurate records, adherence to suggested course outlines, offering instruction suitable to the clients enrolled, and sustaining class interest and activity. In addition to periodic individual consultations with instructors, the supervisors made in-class observations of the instructors at work. These findings were recorded and later compared with results taken from a poll of client evaluation of instruction.

Personnel and Program

Reap Staff - 1968-69

Reap Project Administrator - Elmer Match

Reap Project Assistant - Josephine Zepka

R & T Project Coordinator - Jean Bloom

Supervisors - Boyd Lehman (Tuesday, Thursday)
Wayne Kirker (Monday, Wednesday)

Counselors - Ray Dalton (Coordinator)
Ralph Moyer
Stephen Zook

A-V Specialist - Blaine Pynkala (full-time)

Secretary - Beverly Thomas (full-time)

Monday-Wednesday Courses

Course	Instructors
1. Consumer Math	T. Fuge
2. Modern Math	D. Caruso
3. Communications	L. Levrio
4. Communications-Reading	W. Jones
5. Reading Improvement	J. Patterson/J. Rizzo
6. Government	R. Havers
7. Psychology	R. Sankovsky (first ten week period)
	A. Rebochak (second ten week period)
	W. Feerst (third ten week period)
8. Social/Perceptual Community Living	J. Patti

Tuesday-Thursday Courses

Course	Instructors
1. Consumer Math	R. Feltenberger
2. Modern Math	R. Gibson
3. Communications	J. Donaldson
4. Communications-Reading	J. Zepka
5. Reading Improvement	J. Patterson/J. Rizzo
6. Government	A. W. Miller
7. Psychology	R. Marinelli (first ten week period)
	A. Rebochak (second ten week period)
	W. Feerst (third ten week period)

Substitute Instructors

W. Ballantine R. Rairigh R. Irvin
L. Sheehe R. Hanwell (Wednesday-Thursday)

DESCRIPTION OF POPULATION

Characteristics of the Population

Of the one-hundred and ninety-nine PRC clients participating in the REAP Program, 125 were males and 75 were females. One-hundred and sixty-six (166) were single, twenty-five were married, five were separated, one was widowed, and two were divorced. Ages ranged from sixteen to sixty years with 136 of the clients falling at or below 25 years of age. The age range of the REAP population closely approximated the age groupings of the total Pennsylvania Rehabilitation Center population where approximately 69% of both populations fell at or below 25 years of age. The mean age for both populations was 25.6 years. See Table I below for age distribution of the REAP population.

TABLE I
AGE DISTRIBUTION FOR REAP POPULATION

Range	No. of Clients
56-60	2
51-55	3
46-50	7
41-45	10
36-40	10
31-35	11
26-30	20
21-25	50
16-20	86
	N=199

Means: REAP pop. 25.6 yrs.
Standard Deviation: 9.54 yrs.
Mean PRC pop. 25.6 yrs.

One-hundred and sixty-seven clients fell within one standard deviation above and below the mean with an age range of 16 (lowest age offered service) to 35 years.

The number of years of schooling ranged from one year to more than twelve years. One-hundred and five clients had 12 or more years of education or had passed the General Educational Development Examination (See Table II below for Years of Schooling).

TABLE II
YEARS OF SCHOOLING

Grade	Number of Clients
1-2	3
3-4	1
5-6	9
7-8	31
9-10	43
11-12	105
More than 12	4
Sp. Ed. (Grade Unknown)	3
	N=199

Mean: 10.33 yrs.
Standard Deviation: 2.23 yrs.

One-hundred and sixty-eight clients fell within one standard deviation above or below the mean. These clients had eight or more years of schooling.

The following disability groups were included in the REAP population: orthopedic (includes amputations and arthritis), neurological (includes encephalitis, epilepsy, spinal chord injury, brain tumors and brain injury), neuromuscular (includes cerebral palsy, muscular dystrophies, and post poliomyelitis), cardiac and cardiovascular (includes CVA), endocrine and metabolic, speech and hearing, impaired vision, respiratory, mental retardation and emotional disturbance. Table III (p. 19) presents a breakdown of disability groupings.

TABLE III
DISABILITY GROUPINGS

Disability	Number of Clients
Orthopedic	45
Neurological	38
Neuromuscular	15
Mentally Retarded	36
Emotionally Disturbed	24
Cardiac & Cardiovascular	13
Speech & Hearing	6
Impaired Vision	4
Respiratory	5
Endocrine & Metabolic	6
Other	7
	N=199

The disability groups are not statistically representative of the disabiity groups serviced by the Pennsylvania Rehabilitation Center for the calendar year 1968. They do, however, reflect representation from all of the disability groups served by the Center.

The primary reason for referral of REAP clients to the Pennsylvania Rehabilitation Center was for vocational training, vocational evaluation or physical restoration. Table IV (p. 20) presents a population breakdown for course of study and number of clients in vocational training and number of clients in vocational evaluation or physical restoration.

TABLE IV
PRC SERVICES FOR WHICH REFERRED

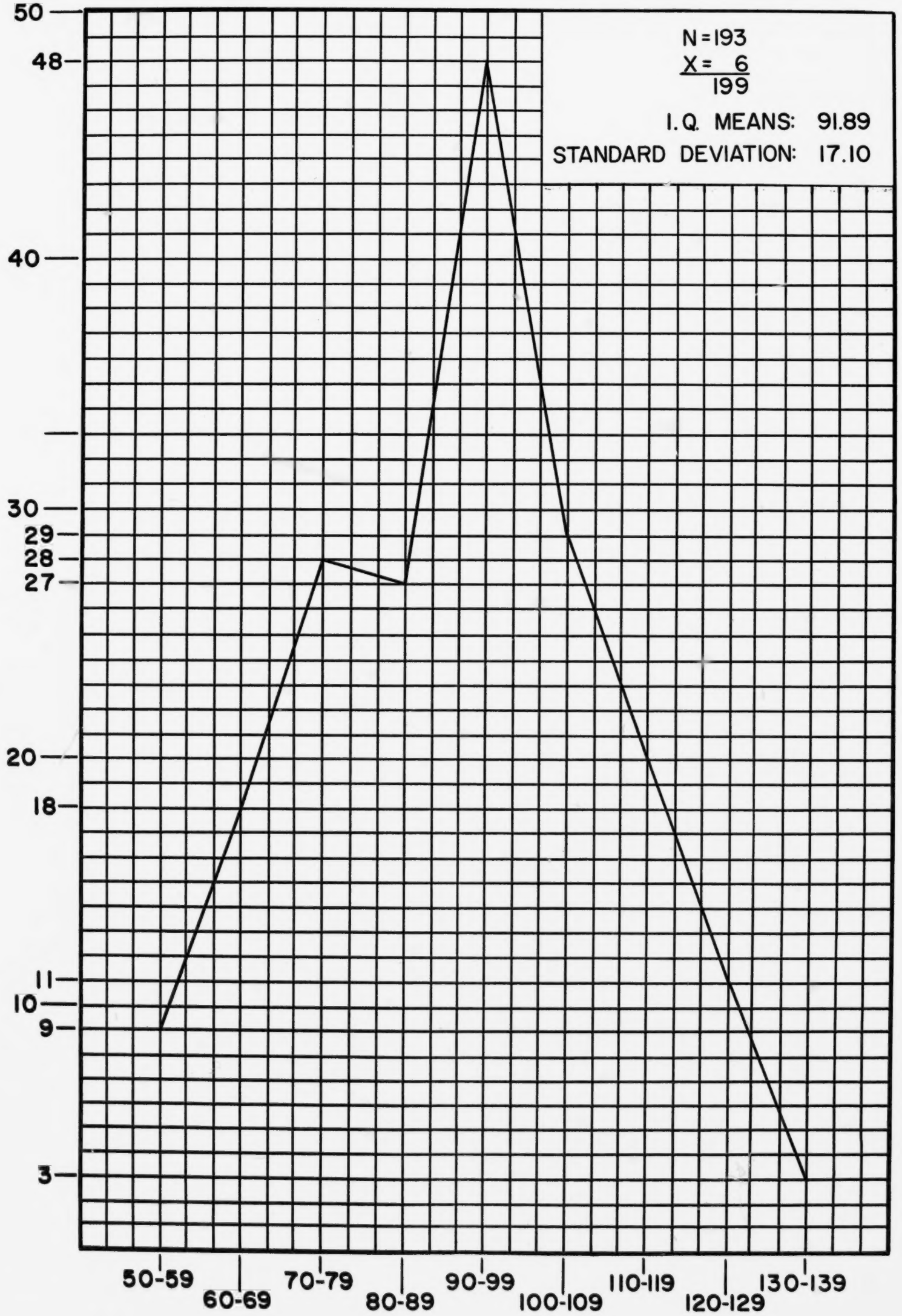
Services	Number Clients
A. Vocational Training Courses	
Business	41
Small Business Management	24
Appliance Repair	10
Cabinet Making	10
Nurses Aide	7
Watch Repair	6
Dental Laboratory	7
Upholstery	8
Sewing-Dressmaking	7
Semi-skilled	4
Tailoring	5
Arts & Crafts	3
Furniture Refinishing	3
Motor Repair	1
Laundry	3
Radio & TV Repair (Elec)	3
Kitchen--Baking--Cooking	16
Library Clerk	2
Driver Training	3
Small Engine Repair	3
Drafting	1
Office Machine Repair	2
Printing Technician	2
B. Vocational Evaluation	23
C. Physical Restoration/O.T.	5
	N=199

The I.Q. scores on all PRC clients are obtained from the different tests which are used in the vocational evaluation of clients or are accepted, on referral, from Pennsylvania BVR. Consequently, IQ scores on the REAP population, although not equatable, present some indication of the intellectual functioning of the group. Table V (p. 21) presents the suggested available I.Q. scores on 193 REAP clients. Scores were not available for 7 clients.

I.Q. scores ranged from 50 to 139. The REAP population is only slightly skewed at the lower intellectual range when compared with a normal population.

TABLE V

DISTRIBUTION OF I.Q. SCORES



The mean IQ for REAP clients is 91.89 and for a normal population 100. The standard deviation for the REAP population is 17.10 and for the normal population 15.00. This shows a greater variability in scores for the REAP population than for the normal population.

Among the purposes of REAP were (1) to administer to educational deficiencies, (2) to extend elementary and secondary education, and (3) to enhance vocational competency. In an examination of completed achievement test scores on thirty-seven of the first fifty-five clients entering the program, the following descriptors indicate a picture of the population served by REAP. The three achievement tests administered were selected subjectively to take into consideration level of function assumed to be appropriate from prior test scores. Table VI on page 23 presents a breakdown of the group into pertinent descriptors.

TABLE VI
DESCRIPTION OF FIRST 37 REAP CLIENTS

Description	Mean Grade Level	Standard Deviation	Range
N = 13			
1. Adult Basic Learning Exam			
Vocabulary	4.83	1.58	*1.0- 6.0 Grade Level
Reading	4.67	1.71	*1.8- 6.0 Grade Level
Math. Total	5.34	1.39	*1.9- 6.0 Grade Level
I.Q. Scores	71.36	13.43	51- 101
Years of Schooling	9.54	3.34	1- 12 Years
N = 11			
2. California Achievement-Elem.			
Language	6.11	1.00	3.9- 8.0 Grade Level
Reading	5.99	1.05	2.6- 7.4 Grade Level
Arithmetic	7.07	1.27	3.4- 8.4 Grade Level
I.Q. Scores	84.60	10.57	63- 105
Years of Schooling	9.45	3.09	7- 12 Years
N = 11			
3. California Achievement-Jr. High			
Language	7.57	1.66	4.8-11.3 Grade Level
Reading	8.33	1.89	6.6-11.6 Grade Level
Arithmetic	7.96	1.56	6.3-12.0 Grade Level
I.Q. Scores	96.08	30.52	73- 134
Years of Schooling	8.46	2.31	5- 12 Years

NOTE: * 6.0 Grade Level is the limit of discrimination for the ABLE.

The foregoing data is not meant to be statistically significant but rather to present a cursory picture of the types of clients who would be considered appropriate for remedial programs such as REAP. A perusal of the descriptors indicates that number years of schooling for this group does not appear to be related to level of achievement nor do I.Q. scores. It can be said that achievement test scores are far below what one might expect from the descriptors

of I.Q. scores and years of schooling. This limited population derived from the total REAP population would indeed meet the criteria for which REAP was instituted.

Characteristics of the Program

Because of the nature of the REAP program, a voluntary one, competition among activities at PRC, and discharge of clients during the operation of the program, attendance in the adult basic education classes did not meet expectation. Nine sessions of class attendance constitute one month's attendance in the program. Data on the program was collected for a 7 month period. Following in Table VII is a breakdown of attendance during the operation of the program:

TABLE VII
ATTENDANCE FOR REAP CLASSES

Months	Number of Clients
6.69	0
5.59	1
4.49	13
3.39	12
2.29	17
1.19	40
0.19	116

Mean: 1.08
Standard Deviation: 1.52

Mean attendance for the population was slightly over 1 month with 68% of the population attending from 0 to 2.6 months.

Information was not available on the socio-economic level of the clients because such data is not kept at the Pennsylvania Rehabilitation Center. However, the Pennsylvania Bureau of Vocational Rehabilitation does establish a means test before paying for services (N=166). As an example, a single person (which constitutes the majority of REAP clients) may have an income of $3132

per annum before having to contribute to maintenance such as room and board. Therefore, it seems safe to say, because of the young age of the REAP population and their lack of employment history, that the REAP population falls into the lower to lower-middle socio-economic levels. (The 1966 adjusted cutoff point for the lower socio-economic level set by the U.S. Office of Economic Opportunity is $2500 for one person.)

EVALUATION

Description of Instruments Used

California Achievement Test

The purpose of using these tests in the REAP program was to determine the level at which the enrolled students were functioning at the time of entrance into the program. The California Achievement Tests consist of investigations in language, reading, arithmetic, and I.Q. Two levels of the tests were given, the elementary and junior high school in order to account for differences in reading level. The tests were also used to determine the clients' eligibility for the REAP courses.

Social Vocabulary Index Test

History of the Development of the SVI Test: This SVI was developed from the Bill's Index of Adjustment and Values (Bills, Vance, McLean, 1951). The Index of Adjustment and Values (IAV) is a self-report instrument which utilizes a self-discrepancy score as well as a direct acceptance score to index self-regard. It was designed to measure variables of importance to self-concept. The adult form of the IAV is based on a sample of 124 trait names taken from Allport and Odbert's list of 17,953 traits which were considered representative items. In a test-retest procedure with 44 college students, 49 words showed less than average variation and were retained for the adult form of this test, a test which was also found suitable for high school seniors.

The 49 adjective traits from the adult form that were retained show the (a) individual's definition of himself (self-concept); (b) the extent to which

he is satisfied with this judgment; (c) an estimation of himself as he would like to be; and (d) a discrepancy score between the self-concept and ideal self-concept.

The difficulty of the items in the index was a matter of concern, because the educational level of the clients in rehabilitation service had been shown to be systematically lower than that of the population on which the IAV was standardized. An earlier survey by McPhee and Griffiths (1958) had indicated that the average number of years of schooling completed by Utah Vocational Rehabilitation clients was between seven and ten years. Bill's approach to the development of lower level forms of the IAV was to visit the public school classrooms in order to acquire descriptive terms related to attitudes toward self and toward others. The words which were most frequently given in responses to the questions asked became the stimulus words for the two lower level forms of the IAV. The lower level forms of the test were standardized by the Salt Lake City Office of the Division of Vocational Rehabilitation for Region VIII Research Institute.

The Subscales of SVI

The subscales consist of Self-Concept Scale, Self-Acceptance Scale, Ideal Self Scale, Concept of Others Scale, and the Marlowe-Crowne Social Desirability Scale. The Social Desirability Scale used was developed by Marlow and Crowne to measure the need for social acceptance. They described social desirability as a need for social approval and acceptance and the belief that this can be attained by means of culturally acceptable and appropriate behaviors...(Marlowe and Crowne, 1961, p. 109). A low social desirability score implies a low need for social approval and a degree of independence from cultural definitions of acceptable behavior.

Vocabulary Scale

A validating measure of the SVI is the vocabulary scale. This is a simple four choice test which measures whether an individual understands the words on which he is asked to rate himself on the four scales. Responding to the words is meaningless if the subjects have no idea what is meant by the stimulus words; consequently, word difficulty is the major concern with the SVI. The SVI results are not valid unless the subject knows most of the words (17 out of 20).

References

Bills, R. E., Vance, E. L., & McLean, O. S. An index of adjustment and values. Journal of Consulting Psychology, 1951, 15, 257-261.

Marlowe, D., & Crowne, D. P. Social desirability and response to perceived situational demands. Journal of Consulting Psychology, 1961, 25, 109-115.

McPhee, W. M., Griffiths, K. A., & Magleby, F. L. Adjustment of vocational rehabilitation clients. Final Report. University of Utah, Graduate School of Social Work, VRA Research Grants Nos. 178 & 757, 1963.

The Leisure Time Checklist

A leisure time checklist was developed to determine how the client in the REAP program spends his leisure time while he is at the center. The client is given this test when he starts the program and again when he has finished in order to determine if the REAP program had any possible effect on use of leisure time.

The test has items in these six categories:

1. Social and recreational
2. Personal
3. Morals and religion
4. Adjustment to school work
5. Health
6. Self-improvement

There is a passivity scale, but this scale would have to be weighted to determine whether one could really predict passivity from the checklist. T-scores have been developed for Form A of the answer sheet. Form A was a yes-no type of answer sheet. This method of forced choice was not considered to be sensitive to gradations of time use, and therefore a Form B was created with 0-7 choices of how many times they did each item on the checklist per week. The Form B answer sheet now supersedes Form A.

The results from the Form A answer sheet showed that personal items like washing the face and taking a shower and personal hygiene came first as leisure time activities. Next in importance came the watching of T.V. shows and listening to the radio, followed closely by writing letters to their friends and loved ones. Less than sixty percent of the replies were concerned with school work and items of self-improvement. Fifty percent of the clients expressed some concern for attending chapel services. Praying to a higher power ranked eleventh in the number of responses about on par with the use of the telephone. Less than twenty percent of the clients were involved in the arts and crafts-type hobbies. No detailed results are available as yet from the new answer sheet, Form B. However, it is not anticipated that there will be any drastic changes in order of importance on most of the items. For instance, it is not likely that self-improvement will come first in average daily activity of living, or that arts and crafts will take much of the average available leisure time.

Attitudes Inventory for Youth

The Attitudes Inventory for Youth is a likert-type scale which was developed by French and Cardon (1966) at the Pennsylvania State University. The inventory was designed for use with a population of high school dropouts;

consequently, the reading level and vocabulary level are low.

The inventory consists of four subscales. These are (1) Attitudes Concerning Schools and Teachers, (2) Attitudes Concerning Self, (3) Attitudes Concerning Personal Traits, and (4) Personal Goals.

Reliability and validity data are not available at this time. However, the inventory along with other standardized instruments, was able to distinguish between high school dropouts and high school persisters in French and Cardon's study.

RESULTS

Client Evaluation of REAP

One-hundred and seven clients participating in REAP were interviewed at the end of their involvement in the program. (Ninety-two clients had been discharged from or discharged themselves from the rehabilitation center before interviews could be obtained.) The final interview served as the client evaluation of REAP.

Clients were divided into two groups--those who remained in REAP for more than one month and those who dropped out of the program after attending one month or less. Sixty-five clients comprised the group who attended more than one month (stay-ins) and forty-two clients attended one month or less (dropouts).

The closing interview consisted of questions regarding reason for leaving the program, suggestions for improving the program, comments on best liked experience and experience disliked most in the program, and whether client felt anything was gained from program. In addition, REAP instructors and counselors were asked to make comments about each participant.

Table VIII presents comparison of responses on reason for leaving program for participants in both groups.

TABLE VIII
REASON FOR LEAVING PROGRAM

Reason	Stay-ins	Dropouts
1. Unnecessary or disliked subject or instructor - bored	15	19
2. Other recreational personal interests	8	9
3. Leaving PRC	4	2
4. Conflict on scheduling	4	4
5. REAP course ended	6	1
6. Needed more individual attention	2	-
7. Couldn't comprehend material	1	-
8. Felt PRC REAP work load was excessive	14	3
9. Home problems interfered	-	1
10. Hours	2	1
11. No comment	9	2

In Table VIII, the most frequent reason for leaving REAP classes was due to being disinterested, bored, or disliking the subject or the instructor for both the group remaining on REAP for more than one month and the group dropping out after one month or less. Of the group remaining for more than one month, the second most frequent reason for leaving was due to the excessive work load of the combined PRC and REAP programs. The third most frequent reason for the group remaining for longer than 1 month was due to conflict with other recreational or social interests. In the group dropping out after one month or less, the second most frequent reason for leaving was due also to conflict with other recreational or social interests.

TABLE IX
SUGGESTIONS FOR IMPROVING PROGRAM

Suggestions for Improvement	Stay-ins	Dropouts
1. None/didn't know	24	21
2. Shorten hours/change scheduling	15	6
3. Add other courses	10	2
4. Change instructor or method of teaching	10	12
5. Have better organization and/or classroom facilities	11	2
6. Have more participants/homogeneous groups	6	4

Table IX, indicating suggestions for improving REAP, shows both the stay-ins and dropouts making no recommendations for improving the program as the most frequent response. The group staying in longer than one month suggested shorter hours for class or change in scheduling classes as the second most frequent response. Changing method of teaching, adding other courses and better organization or facilities competed for the third most frequent suggestions for improving the program. The dropout group suggested changes in teaching method or instructor as second, and shortening class hours or changing scheduling of classes as the third most frequent suggestion for improving REAP.

Table X presents clients' recall of best liked experience in REAP.

TABLE X
BEST LIKED EXPERIENCE

Type of Experience	Stay-ins	Dropouts
Helps in learning	24	12
Helps occupy time	6	2
Movies, books, newspapers	9	2
More personal attention (instructor and/or students)	11	6
Relaxed, free atmosphere of class	4	7
Liked everything	11	4
No comment	7	11
Other	3	1

The experience with REAP shows the clients of both groups frequently felt that the program helped them to learn. They also like the free, relaxed atmosphere of the classes and the feeling of getting more attention from instructors and other students in the class. Those in the group remaining more than one month liked the use of audio-visual aids and receiving books, newspapers and magazines which they could keep after classes were over.

Table XI presents clients recall of most disliked experience in REAP.

TABLE XI
MOST DISLIKED EXPERIENCE

Type of Experience	Stay-ins	Dropouts
Expectations not met	10	8
Hours too long	4	6
Boring or irrelevant activity	7	5
No comment	36	24
Other	5	1

The majority of clients in both groups were unwilling or unable to make comments about what they disliked. Those in both groups who did comment indicated that the program did not meet their expectation, class hours were too long or classes were boring.

Instructors were asked to make comments on how they thought each client reacted to REAP. Table XII classifies the instructors' comments.

TABLE XII
INSTRUCTORS' COMMENTS ON CLIENT REACTION

Type of Reaction	Stay-ins	Dropouts
1. Better personal interaction	8	3
2. Showed improvement	8	5
3. Good learning experience	6	1
4. More motivated/interested in learning	21	-
5. Showed cooperation	10	-
6. Filled time	4	-
7. Needed personal adjustment counseling	3	-
8. Got satisfaction from course	6	-
9. Gained nothing or disliked course	3	-
10. No comments	-	33

The perception of what the instructor felt the client gained from the REAP experience indicated that most of them felt that the greatest gain for the client was in their becoming more motivated and/or more interested in learning for the groups remaining more than one month. Other gains of interest for this group were client cooperation or improvement in the program and gain in better personal interaction. There were not enough comments made by the instructors

on the group dropping out after one month or less to be able to evaluate the responses. This was due to the fact that the instructor felt that the client had not been in REAP long enough to make such judgments.

REAP counselors also were asked to evaluate each client attending courses. Table XIII presents the counselors' comments regarding clients' reactions to REAP.

TABLE XIII
COUNSELORS' COMMENTS ON CLIENTS' REACTION

Type of Reaction	Stay-ins	Dropouts
1. Significant improvement	12	4
2. Favorable response to program	16	3
3. Liked easy-going atmosphere	1	-
4. Gained from personal interaction	9	3
5. Need for more individual attention or subject too difficult	14	-
6. Stimulated interest in learning	6	3
7. Disinterested or higher level function than program	9	10
8. No gain	1	2
9. Preferred other activities or conflict in schedule	3	3

In Table XIII, the REAP counselors' perceptions of clients' reactions to the program indicates that clients remaining in the program for more than one month showed significant improvement or responded favorably to the program. A fairly large group were seen as needing more individual attention. In the group leaving after one month or less, the counselor felt that client disinterest or the client's ability to function at a higher level than REAP was intended, influenced the dropout group to leave the program.

Instructors' Evaluation of REAP

Generally the instructors felt that REAP was beneficial to clients and served a real need for them. Those instructors making comments on benefit to clients noted that there was a discernible change in client attitudes in self-concept and self-confidence and general outlook on life. The instructors themselves often noted that they themselves had benefited from their REAP experience by having a better understanding of clients' needs as well as being able to experience an informal, less structured learning situation than one in which they conducted formal training classes during the day. Almost unanimously, the instructors commented on the effectiveness of the Saturday programs which utilized experts in such fields as sex education; insurance--life, health or accident; legal aid; social security benefits for the disabled; employment information, i.e., how to get jobs; bank functions, i.e., savings and loans, how to use a bank, write checks, invest money, etc.

Some instructors indicated difficulty in participating in a program which encouraged informality and little structure for clients. Some had difficulty in being allowed so much freedom in setting up and operating their own classes without rigid supervision. Those instructors being able to adjust to the flexibility required by REAP found the experience a positive one. The positive respondents attempted to meet the individual needs of each client and attempted to adjust class content to meet these needs. For example, several instructors told of encouraging clients to bring into the classroom problems that they encountered in training classes or everyday life at PRC. One or two instructors indicated a need to present material at a lower conceptual level and to use a system of immediate reward in order to keep the client motivated to attend classes.

Recommendations for improving the program almost universally fell into the following categories:

1. Supervision

   a. The need to have better supervision through improved communication from administrator to supervisor to instructor.

   b. The need to have more effective dissemination of information to instructor and client.

   c. The need to have supervisors help avoid conflict with competing events at PRC.

2. Organization and Administration of Classes

   a. Instructors suggested that class units be of shorter duration, that classes be small in number, that classes be organized according to ability level of clients and that continuous recruiting for classes be abolished in order to stabilize each class unit.

   b. Suggestions were made for development of better recruitment procedures and better orientation to the purpose and content of classes prior to student enrollment and need to allow the clients to change from one class to another after completion of one unit.

   c. There was a suggestion that films used for class should be pre-screened in order to assure their pertinence to classes.

3. Client Counseling and Testing

   a. Note was made that clients needed counseling prior to enrollment in REAP. Suggestions were also made for improved counselor involvement. Perhaps an educational-vocational counseling approach is the type needed in a program such as REAP.

   b. Many instructors perceived testing as an interfering mechanism in the total program. Testing, if used again, should be administered prior to the beginning of classes.

Special Evaluation of Self-Concept and Attitudes

As a means of attempting to measure whether REAP had had some impact on how the client felt about himself, a highly selected group of REAP clients were pre- and post-tested with the Social Vocabulary Index and the Attitudes Inventory

for Youth. (These two scales are described in detail in the section on Description of Instruments Used.)

Twenty-five clients, who were able to read well enough to achieve a valid vocabulary score on the Social Vocabulary Index as well as having been in the program for at least four months, comprised the group on whom this evaluation was completed. Seventy-two percent were single, the rest were married. Sixty-eight percent had completed the twelfth grade, twenty percent the ninth or tenth grades, and the remainder the seventh or eight grades. Seventy-six percent were male and twenty-four percent female. Fifty-six percent of the group were between 16 and 25 years of age; twenty-eight percent were between 25-40 years, and sixteen percent were between 40 and 49 years. The tested intelligence of the group ranged from 70 to 129. The mean average I.Q. was 95; slightly higher than the 91 mean I.Q. of the total REAP group. Disabilities included representatives from those in the total REAP group of 199 clients but were not proportionate.

On the Social Vocabulary Index, the five subscales are self-concept, self-acceptance, ideal self, concept of others, and social desirability. Pre-post test scores were obtained for each subscale for each client. A "t" test for matched pairs was used in order to determine whether there had been any significant change in the twenty-five clients on any of the subscales. Self-concept, ideal self and concept of others scales showed no significant change on pre-post test comparison. The self-acceptance scale was statistically significant at less than .01 level of confidence, showing that there had been a significant change in improved self-acceptance for the group. The social desirability scale was significant also at the .01 level, thus showing a significant change in the need for social approval and acceptance. (See

Table XIV for results of the SVI.)

TABLE XIV
SOCIAL VOCABULARY SCALE

Scale	Means	SD	"t"	Prob.
Self-Concept	Pre 62.08	6.76	.33	n.s.
	Post 65.28	7.43		
Self-Acceptance	Pre 62.60	6.19	3.57	.01
	Post 68.96	10.58		
Ideal Self	Pre 72.04	7.79	.15	n.s.
	Post 71.88	6.96		
Concept of Others	Pre 61.08	8.96	1.16	n.s.
	Post 61.92	10.67		
Social Desirability	Pre 18.48	5.30	2.95	.01
	Post 19.60	6.26		

The Attitudes Inventory for Youth, as described in the Section on Description of Instruments Used, was administered as a pre- and post-test to the aforementioned, selected group. This scale consists of the following subscales: attitudes concerning schools and teachers, attitudes of self, attitudes concerning personal traits, and goals.

Pre- and post-test scores were not statistically significant for attitudes concerning schools and teachers, attitudes concerning personal traits, and (personal) goals. However, the subscale, attitudes of self, was statistically significant at less than .02 level of confidence. Thus there was an improvement in attitudes toward self for this selected group of REAP clients. See Table XV for results of the Attitudes Inventory for Youth.

TABLE XV
ATTITUDES INVENTORY FOR YOUTH

Scale	Means	SD	"t"	Prob.
Attitudes Concerning Schools & Teachers	Pre 146.04 Post 139.52	12.08 11.81	.12	n.s.
Attitudes of Self	Pre 58.36 Post 54.56	7.64 7.39	2.74	.02
Attitudes Concerning	Pre 73.64 Post 72.60	8.52 8.52	.27	n.s.
Goals	Pre 69.60 Post 69.32	8.34 8.33	.53	n.s.

The selectivity of this small population from the total REAP population warrants cautious interpretation of the statistically significant results. It would appear that offering adult basic education programs such as REAP to clients in a rehabilitation center can be utilized to improve clients' attitudes toward and acceptance of self. Such programs also would seem to aid clients in becoming more socially acceptable, at least in their own eyes. This improved perception of self could be utilized in helping clients overcome personal-social deficits as well as educational deficits. Much more research in self-concept and attitudes should be done before broad generalizations are made.

Leisure Time Activities

One of the purposes of REAP was to encourage the client to plan for better use of leisure time. In order to determine how clients had been using leisure time prior to entering REAP, a survey of leisure time activities was made on the initial fifty clients entering the program. Clients were asked to indicate, on a Leisure Time Check List, the number of time per week they did the seventy-five activities on the check list. Responses were summarized and a percentage of

responses for each activity was obtained. The activities were then grouped into Passive Solitary, Passive Group, Active Solitary, and Active Group activities. Table XVI shows the types of leisure time activities in which the fifty clients surveyed participated.

TABLE XVI
PERCENTAGE OF PARTICIPANTS IN LEISURE TIME ACTIVITIES

Type of Activity	Percentage
A. Passive Solitary	
Napping	45
Reading	80
Sitting around	45
Studying	75
Writing letters	57
Doing crossword puzzles	55
Listening to radio or records	100
Knitting and/or needlework	26
Painting	23
Stamp collecting	12
Weaving	23
Sculturing or whittling	4
Photographing	31
Doing occupational therapy	13
B. Passive Group	
Attending religious services	70
Having bull sessions	63
Going to movies	74
Attending concerts	9
Watching TV	86
Watching or attending sports events	40
Playing card games, chess, etc.	39
Sitting in park	16
Talking on phone	74
Singing in choral group	14
C. Active Solitary	
Taking walks or hikes	41
Visiting art galleries	4
Tinkering around house or garage	23
Playing musical instrument	13
Going fishing or hunting	25
Performing in public (singing or playing music)	23
Going shopping	59
Helping staff to clean up	65
Helping people in trouble	55
D. Active Group	
Shooting pool	66
Going to parties	14
Playing basketball (wheelchair)	2
Participating in winter sports	28
Going bowling	33
Playing table tennis	33
Going to dances	53
Participating in sports or exercises	37

The fifty clients surveyed indicated a preference for passive activities and tended to prefer passive solitary activities. The reason for such preferences needs further investigation. Also the checklist is weighted toward passive activi y. Data on use of leisure time should be of particular interest to group work and recreation personnel who are planning programs in rehabilitation settings.

REAP Supervisors' Report

Referral of the Client

Originally it was assumed that the counselors would do the referring to REAP, but they expressed the opinion that this was not their responsibility. The instructors in the training areas were then encouraged to refer clients to REAP. It is our opinion, after nearly a year of observing this problem, that the training instructors are the logical ones who should do the referring because they are in the best position to determine those clients in need of basic education skills to help in their rehabilitation program. (See Table XIX)

The evaluation section should also refer clients because they can determine early in a client's rehabilitation program whether they would require help in basic education skills.

The counselor should still be encouraged to refer clients, but primarily to classes in social studies (basic citizenship), social adjustment, and work adjustment skills (Psychology of Living).

Instructors

During the year the instructors were asked to evaluate the clients and in turn were evaluated by the clients and supervisors. The following is a summary of the evaluations, copies of which are attached to this report. (See Table XVII)

Client Evaluation - by the Instructors

The instructors felt that the larger percentage of the clients were receptive to the program. They rated the highest percentage of the clients average or above average in all areas whether in motivation or in work performed. Also, the instructors apparently encountered very few problems they felt couldn't be handled by them.

Evaluation of the Instructors - by the Clients

The majority of the clients rated the instructors in the good or outstanding range. Rated outstanding were those areas where client-instructor relationships were considered important such as interest, fairness, socialability and friendliness in students (8), discussions (6), The clients thought that one area, use of the library, could have been improved.

Evaluation of the Instructors - by the Supervisors

The instructors were rated highest in their knowledge of subject matter (1), and interest and enthusiasm toward the course (4). (See Table XVIII)

The ratings were average in motivating power (5), ability to instill socialbility and friendliness in students (8), discussions (6), audio-visual aids (7), and use of various innovations, newspapers, games, etc.

It is interesting to note that the clients rated the instructors higher in the areas of motivation and personal interaction than did the supervisors.

We observed that at first the instructors wanted a more structured classroom setting, but as the year went on they began to like the idea of the informal atmosphere, which they felt enhanced the student's learning ability. The instructors learned to be flexible by having clients enter and leave throughout the year.

Role of the Counselor

The counselors assisted with the testing and interviewing of the clients. They were the link between REAP and the counseling section. The REAP instructor found it was advantageous to have a counselor available to discuss the clients who were enrolled in their classes.

One of the things observed by us was that because of the availability of

the counselor on duty, it was easy for the client to discuss problems other than those directly related to REAP. It is recognized that while not undesirable it tended to keep the counselor from his role as an educational counselor.

Advisory Committee

This committee was composed of clients and REAP staff. Its purpose was to advise on whether the program was meeting the needs of the clients as related to education. It met three times, twice before the program started and once after the start of classes. One of the important roles it played was to help with the initial registration of the clients.

It is recommended that the advisory committee should be reactivated after the program begins again. Clients on the committee will be drawn from those attending classes.

Testing

Testing was done for the collection of data to be used on the research project and for determing the level of class in which a client should be enrolled. A number of clients dropped out of the classes because of having to take more tests. Therefore, testing should be kept at a minimum this coming year. The information as to what level of class a client should enter will be determined from the testing done in the Evaluation Unit at the Center.

Course Content

Those classes in which the client could see some relation to his training area had the highest enrollment. Thus, classes in English and Math held their attendance throughout the year and another Math class was formed in the niddle of the year.

The class in Social Studies (basic citizenship) had the lowest enrollment, as well as the lowest referrals. It was thought by some that the course content would not meet the needs of those who should attend. However, it was our opinion that this class never had the opportunity to really determine whether or not it was relevant to client needs because of its low enrollment and referrals.

In the Fall, 1969, we are planning to have a trimester unit study plan. A unit plan would enable clients to take advantage of more than two classes and would also enable a client to move into a higher level class.

Competition of Activities

It was evident that the evening recreation program would cause poor attendance in some classes. The starting of some movies was pushed back from 7:30 to 8:00, which was a help. The recreation department should be asked for a weekly activity list in advance in order to avoid conflicts and that some recreation programs could be used as an adjunct to the Adult Basic Education Program.

When a client signs up for a class he should be made aware of his obligations and responsibilities in attendance and participation on as regular a basis as possible.

Use of Innovation Material

The instructors used as many various methods of teaching as possible and visual aids were in evidence throughout the year. The use of the newspaper (National Observer), had various reactions from "it was excellent" to "it was too high a level."

Saturday Classes

These classes were very well attended by clients as well as staff. The instructors were present so that they could continue discussions the following Monday and Tuesday in their classes.

Speakers were brought in from the community. These included a lawyer, insurance broker, representatives from Social Security Office, State Employment Office, and Savings and Loan Association. A five-week course on sex education was the final part of the series.

Another advantage of these classes was the relaxed atmosphere and clients and instructors got to know each other better in this setting.

REAP Diplomas

A diploma was especially designed for students whose training programs terminated. A total of 79 diplomas were issued during the program. (See Appendix A)

Number Students	Hours Completed
1	265
5	200
8	150 +
28	100 +
37	50 +

TABLE XVII

REAP STUDENT EVALUATION

1. Motivation: Client appeared

50%	Highly motivated
12%	Somewhat motivated
12%	Average in motivation
18%	Limited in motivation
6%	Low in motivation
	Insufficient observation to warrant judgment
6%	Motivational level appeared to fluctuate
6%	Insufficient observation to evaluate

2. Punctuality:

52%	Client consistently reported on time
20%	Client was rarely late
20%	Client was occasionally late
8%	Client was frequently late

3. Attendance:

62%	Client was never absent without justified reason
15%	Client was rarely absent
15%	Client was occasionally absent
8%	Client was frequently absent

4. Industry:

20%	Client sought additional work
36%	Client prepared work assigned
24%	Client needed occasional prodding to complete work
1%	Client needed constant pressure to complete work
1%	Client seldom completed work, even under pressure
18%	Insufficient observation to evaluate

5. Emotional:

27%	Client appeared very stable emotionally
29%	Client was well balanced
25%	Client had his ups and downs
9%	Client was excitable or tense
	Client was emotionally unstable
10%	Insufficient observation to evaluate

6. Comprehension and direction following:

49%	Client comprehended and followed all instructions
40%	Client did not comprehend all instructions but tried to follow them
1%	Client comprehended the instructions but usually did not follow them
5%	Client did not comprehend or follow instructions
5%	Insufficient observation to evaluate

7. Concentration:

40% Client concentrated on the tasks assigned
48% Client's concentration fluctuated, but he completed tasks
8% Client's concentration fluctuated and he did not complete tasks
1% Client could not concentrate on a task for any significant period of time
3% Insufficient observation to evaluate

8. Production:

28% Client produced maximally
35% Client produced on the average
19% Client produced only a small amount
1% Client produced no measureable amount of work
17% Insufficient observation to evaluate

9. Relationship with peer:

48% Group member; gets along well with others; easily becomes part of a group
5% A leader (unagressively)
6% Avoids interpersonal contact, an isolate
Aggressive, quarrelsome
28% Passive, a follower
5% Physically present, but no involvement emotionally
8% Insufficient observation to evaluate

10. Adaptability or flexibility:

45% Readily adapts to a situation
32% Occasionally follows his own direction
6% Rejects adapting to situations
Inflexible in adaptability
17% Insufficient observation to evaluate

11. Acceptance of authority or supervision:

74% Readily accepts authority figures
9% Somewhat resentful toward authority
Rejects authority, rebellious, acting out
17% Insufficient observation to evaluate

12. Reaction to pressure:

48% Works well under pressure
22% Somewhat disorganized under pressure
17% Pressure creates serious problems in thinking or production
Falls completely apart under any pressure
13% Insufficient observation to evaluate

EVALUATION OF INSTRUCTION

TABLE XVIII

Date _____

Instructions:

A. Do not identify yourself in any manner.

B. Please give your honest opinion. Your reaction to the effectiveness of the instructor should be based on the total overall effectiveness during the period of training involved rather than your reaction to a few isolated situations.

C. Select any one of the five choices given for each item. Place a check mark ( ) in the space beside your rating.

D. How do you estimate your work?
Outstanding ( ), Very Good ( ), Good ( ), Fair ( ), Poor ( ).

	OUT-STANDING	VERY GOOD	GOOD	FAIR	POOR
1. Instructor's understanding of subject matter is	29%	40%	29%	1%	1%
2. Objectives of course clearly set forth and discussed	20%	49%	29%	1%	1%
3. Planning and organization of the course are . .	22%	49%	26%	2%	1%
4. Interest and enthusiasm of instructor toward the course are	49%	35%	26%		
5. Motivating power, ability to inspire and develop interest in the subject are	40%	29%	28%	2%	1%
6. Sympathetic understanding of trainees' difficulties and problems is	34%	50%	15%	1%	
7. Subject matter presentation and procedures are	34%	49%	15%	2%	
8. The relation of the subject matter to other fields or everyday problems is	40%	40%	19%	1%	
9. Ability to help trainees develop original or constructive thinking is	40%	41%	17%	1%	1%
10. Fairness in dealing with trainees is	50%	40%	9%	1%	
11. Instructor's ability to help students learn to use the library, etc., is	31%	26%	40%	2%	1%
12. Sociability and friendliness are	63%	18%	18%	1%	
13. Dress and personal appearance are	48%	34%	17%	1%	
14. Instructor's sense of humor is	56%	31%	13%		
15. General, over-all rating of instructor is . . .	48%	48%	3%	1%	

TABLE XVIII - cont. EVALUATION OF INSTRUCTION

NAME _____ DATE _____

Evaluation of total effectiveness of the instructors in the REAP Program. Using the following variables, check the most valid rating of performance.

	Out-standing	Very Good	Good	Fair	Poor
1. Instructor's understanding of subject matter.	13%	67%	20%		
2. Planning and organization of course materials.		60%	40%		
3. Effectiveness of presentations.		53%	47%		
4. Interest and enthusiasm of instructor toward the course.	7%	73%	20%		
5. Motivating power, ability to inspire and develop interest.		33%	67%		
6. Ability to get students involved in discussions.	7%	33%	47%	13%	
7. Use of audio-visual aids in class presentations.		33%	40%	27%	
8. Ability to instill sociability and friendliness in students.		27%	73%		
9. Use of various innovations, newspapers, games, books, etc.	7%	27%	47%	19%	
10. General over-all rating of instructor.		40%	60%		

REMARKS:

TABLE XIX

REFERRALS TO REAP

Training Area	Referrals
Cabinet Making & Furniture Finishing	11
Upholstery	5
Dress Making	6
Cooking & Baking	11
Motor Repair	6
Distributive Education	16
Tailoring	4
Watch Repair	4
Radio & Television	3
Arts & Crafts	2
Service Occupations	6
Medical Specialities	7
Appliance Repair	7
Dental Lab	5
Office Machine Repair	2
Library	2
Printing	3
Laundry	4
Business Education	33
Evaluation	7
Occupational Therapy	3
Total	147

COUNSELORS' REPORT

A Comparative Study of Regular and Irregular Clients Enrolled in Rehabilitation Education Advancement and Placement With Vocational Progress at the Pennsylvania Rehabilitation Center

Hypothesis

REAP counselors hypothesized clients regularly attending REAP program (regular clients defined as their attending 50% more of the time) who would show corresponding positive improvement in the Center vocational program. Conversely, clients who were irregularly attending REAP would show no significant improvement in their Center vocational program.

Procedure

All clients selected for study were enrolled in the REAP program over a four-month period and in vocational training at the Pennsylvania Rehabilitation Center (PRC) for the same period. Data was obtained from Center grade reports.

Clients who participated in physical restoration programs and those who were enrolled in a comprehensive vocational evaluation program at PRC concurrent with the REAP program were excluded, since no objective measures were available for comparison study. Also excluded were clients in vocational programs who did not have two or more concurrent grade reports for specific period of study.

Results

Results of those clients who were regularly attending REAP during specified period as a whole remained more stable and demonstrated more positive

improvement in their vocational program at PRC. Positive improvement in grades demonstrated by 52-1/2% of regular attenders in REAP, whereas only 33-1/3% of the irregular attenders showed corresponding positive improvement. 37-1/2% of the regular attenders in REAP, grades remained the same; whereas 33-1/3% of irregular attenders, grades the same. What appeared to be most significant was that there were only 4 clients of the regular attenders who numbered 40, whose grades decreased; whereas 5 clients of the irregular attenders who numbered 15, grades decreased. Thus 10% of the regular attenders in REAP grades decreased, whereas 33-1/3% of the irregular attenders in REAP grades decreased.

RESULTS

Regular	Irregular
21 Grades increased	5 Grades increased
4 Grades decreased, however 1 out of the 4 dropped significantly because of medical problems	5 Grades decreased
15 Grades remained the same throughout	5 Grades remained same throughout
3.71 points - Average improvement in grades for 21 clients	3.2 points - Average improvement in grades for 5 clients
3.25 points - Average decrease in grades for 4 clients	4.8 points - Average decrease in in grades for 5 clients

Implications of Study

Involvement in REAP may or may not have been a factor related to improved success in vocational training at PRC. Instead it may have been a reflection of the type of client who had chosen to attend REAP was also the type of client who was usually successful in training because they were motivated. A "halo effect" may have existed with the instructors who were more inclined to view REAP clients positively in their own vocational programs.

FAMILY LIFE EDUCATION UNIT

The Family Life Education Program conducted through REAP proved to be a success in that it provided basic information in the area of sex education and family living that was interesting and enlightening to all who were present.

The informal classes were held on the five consecutive Saturday A.M.'s in March for two hours each. The attendance for the sessions ranged from 33 to 44 male and female clients who varied in age, level of understanding and disability. All clients enrolled in regular REAP classes were encouraged to attend as well as others from PRC whom the counselors felt could benefit from such a program. Weekly attendance averaged about 45 clients.

Saturday Program

Purpose

To provide biological and psychological information in the area of family living in order to enhance personal, social, and work adjustment.

Objectives

--To help clients understand how sex role identification influences personal and social adjustment.

--To help clients understand sex attitudes and sex practices and how society influences the above.

--To give clients a better understanding of human growth and human reproduction.

--To clarify misconceptions about sex practices and how physical disabilities affect marriage and child bearing.

--To help clients understand the cyclical aspects of family influences on the child in relation to the behavior in adolescence and in marriage.

--To help clients understand how sex adjustment and sex attitudes influence working relationships with peers and with people in authority.

Significance for Vocational Rehabilitation

How an individual views himself as a sexual being influences personal, social, and work adjustment. Childhood environment influences the sex role identification which the individual makes as an adult. This identification influences the individual's work role and his ability to get along with co-workers of the same or opposite sex, as well as affecting his ability to relate to and work with male and female authority figures. Consequently, unresolved problems in sexual adjustment may influence the individual's ability to hold a job. The introduction of a broad-based Family Life Education Program for young handicapped people should make it possible to help clients modify their attitudes toward themselves and toward others, hopefully contributing to better overall adjustment.

Program Outline

After a fifteen minute coffee break, approximately forty-five minutes of each session was reserved for general discussion and to answering any questions that the group may have had. If a client had a question he did not wish to discuss in front of the group, it was arranged so that on the Monday after each Saturday session from 4:00 to 4:30 P.M., three counselors from PRC were available to see clients privately. Where counselors were unable to answer questions adequately, they made further arrangements for the clients to see someone who could.

The question and answer sections of the program varied from general discussion among the group, where the clients expressed their ideas, feelings and experiences, to the asking of specific questions. Topics here included:

1. Society and its double standards.
2. Questions on human growth and heredity.
3. Cause and detection or diagnosis of specific disabilities.
4. Affect of specific disabilities on marriage and childbearing.
5. Venereal diseases.
6. Social and moral attitudes and values.

At the end of the fifth session, clients were asked to complete an evaluation questionnaire. Out of the 31 clients who completed a questionnaire, 23 checked they were able to understand most of what the speakers were saying. Seven others said they felt the speakers sometimes used language they did not understand.

One half of the group stated they still had questions regarding sex or sexual behavior that had not been discussed in any of the sessions. Areas included here are:

1. Guilt feelings and how they can be handled.
2. Public display of affection at PRC.
3. Dating and going steady.
4. Importance of family relationships in learning the sex role.
5. Effects of long engagements and late marriage on morality.

Almost all of the clients felt the movies and pamphlets aided their learning and 100% of the group hoped the program would continue on a regular basis so that future PRC clients would also have the opportunity to attend.

As a means of reaching clients who did not attend any of the sessions on sex education and to provide additional information for those clients who had, certain reading materials were donated to the PRC library. These included two sets of a series of five booklets published by the American Medical Association -- "A Story About You," "Parents' Responsibility," and two sets of six Siecus (Sex Education and Information Council of the United States) Study Guides on Sex Education, Homosexuality, Masturbation, Characteristics of Male and Female Sexual Responses, Premarital Sexual Standards, and Sexual Relations During Pregnancy and the Post-Delivery Period.

OUTLINE--FAMILY LIFE PROGRAM

SESSION	SPEAKER	TOPIC	FILMS	PAMPHLETS
I	D. Angell, Ph. D. Psychologist	Psycho-Social Aspects of Sexual Adjustment	None	None
II	F. Soisson, M. D. Obstetrician	Human Growth and Reproduction	Human Growth Human Reproduction	"The Gift of Life" "A Boy Today, A Man Tomorrow" - (Males) "The Miracle of You" - (Females)
III	Irene Singer, R. N.	Psychological Differences Between Sexes, Misconceptions Regarding Sex Behavior, Venereal Disease	Human Heredity Psychological Differences Between Sexes The Innocent Party	"Veneral Disease: A Renewed Challenge" "A Message to Young People About V. D."
IV	Father W. Peters and Reverend D. Shamble (Representatives of the Catholic and Protestant Faiths)	Social and Moral Values Relating to Sexual Behavior	None	"Sex and Our Society"
V	Mary Ann Rowe, R. N.	The Elements Making Up a Good Marriage Beyond the Sexual Aspect	This Charming Couple Handling Marital Conflicts	"What Makes a Happy Marriage" "Building Your Marriage"

Results

Even though the program provided information that was basic in the area of sex education and family living, it was still unable to sufficiently reach all of the clients. This was due to the varying levels of understanding among the clients, as well as to their emotional maturity and stability. It would seem some clients need instruction on a one-to-one basis before they are capable of absorbing such information in a classroom type setting, regardless of how informal the presentations are.

The sessions would have been more successful if guest speakers had been able to remain after the sessions and further discuss individually any questions the client(s) may have had. The clients seemed to especially have had many questions regarding their own disabilities and how marriage and childbearing might be affected. Answers to these questions would be a big step toward enhancing their self-concept and adjustment, which is a significant aim of vocational rehabilitation.

SUMMARY AND RECOMMENDATIONS

As a result of this demonstration project, operated for thirty weeks at the Pennsylvania Rehabilitation Center, a program of Adult Basic Education was provided for two hundred clients (See Appendix B). The results of the program were as follows.

Clients' Reaction

1. Clients generally felt that they liked the type of learning experiences that REAP provided. Specifically mentioned were the relaxed climate for learning and the individualized attention that they received from the instructors.

2. The clients' ratings of the instructors gave recognition to interest, fairness, sociability and friendliness, the informal dress and sense of humor as important factors in instructor-client relationships.

3. The majority of the clients who dropped out of REAP, when interviewed, expressed the fact that they were either bored or not interested in the subject matter presented. Two other reasons mentioned that accounted for REAP dropouts were the combination workload of PRC and REAP classes and a conflict with other recreational and personal interests of the evening hours.

4. Clients also suggested that class hours and units of instruction be shortened.

Clients' Recommendations

1. The program should be shortened in terms of class hours and units of instruction.

2. Class scheduling should be better integrated with competing on-going PRC evening activities.

3. Other considerations which should be evaluated are the recommendations for a more structured program that provides for a change in teaching methods and the addition of other courses of study.

Instructors' Reactions

1. The instructors were pleased with the motivation, cooperation, and interest displayed by many of the clients. The teachers also felt that personal interactions with students was perceived to be a closer relationship than in their day program. This was expressed by clients also.

2. There were positive feelings of academic accomplishment expressed both by the instructors and students. This feeling was reflected in the areas of improved self-concept and self-confidence in client attitudes. A study with a selected REAP population confirmed the improvement in self-concept and self-acceptance.

3. Some instructors had difficulty in making the transition from a structured daytime program to an informal, loosely structured program of learning that also provided a minimum of direction and supervision during the evening.

Instructors' Recommendations

1. Opportunities need to be planned for better communication and dissemination of information among everyone in the program. It was also suggested that scheduling should attempt to avoid conflict with competing PRC evening events.

2. Classes should be organized on a unit plan that would permit smaller classes, ability grouping, and improved recruitment procedures with an orientation prior to enrollment.

Supervisors' Reactions

1. The supervisors' ratings of instructors revealed that the teachers had a good command of subject matter content with high interest and enthusiasm toward the course.

2. Even though many instructors felt the need for a more structured and directed program as time evolved, good adaptability and adjustment was evident.

3. The instructors felt that the counseling provided helped them to understand and work better with the clients enrolled in their classes.

4. Those classes which the client perceived as related to his vocational training area were best received and attended.

5. The supervisors noted the strong positive feelings on the part of the instructors and students toward the Saturday morning classes.

Supervisors' Recommendations

1. Counseling should be directed more toward emphasis on educational and vocational matters instead of psychosocial adjustments.

2. The Advisory Committee, composed of clients and staff, should be a more actively participating group working with the problems and needs of clients in the prgrom in an on-going basis.

3. Unit planning or trimester scheduling would allow student participation in more classes and would allow for vertical growth in certain subjects.

4. An advance weekly printed and circulated calendar of events at PRC would help eliminate conflicts in scheduling and allow for greater flexibility of programming.

5. Because of the success of Saturday classes, these activities should be integrated into the regular evening program.

Counselors' Reactions

Clients' comments to counselors on their reaction to the prgram indicate that the majority of students reacted favorably to the program and felt that they had made significant academic gains. Some clients would like to have received more individual attention because the subject matter was too difficult. Other clients indicated a lack of interest in REAP, or felt that course content was too dull or at too low a level for them.

This thirty-week Adult Basic Education program demonstrated that clients in a comprehensive rehabilitation center could benefit from such a program. This project provided the opportunity for over two hundred clients to once again become involved in an educational endeavor where they could have satisfying experiences.

IMPLICATIONS FOR VOCATIONAL REHABILITATION

Because of the multiplicity of client problems now being served by rehabilitation agencies and because of offering extended evaluation services to more severely disabled clients, educational deficits of these groups will impose severe limits in vocational planning for these individuals. Rehabilitation facilities have been becoming aware of the fact that some responsibility must be taken for providing additional help to these individuals to overcome educational deficits. This can be done through remedial or enrichment type programs which run prior to or in conjunction with vocational evaluation and training. Some agencies, to date, have utilized special remediation programs in areas such as reading, arithmetic, and basic measurements.

The REAP program served to demonstrate another type of approach, the use of adult basic education concepts in enabling clients to overcome educational deficiences. REAP also served to try to demonstrate that clients' gains can be made in such a program. These gains are reflected in enhancing personal, social, and vocational skills related to vocational training programs and, hopefully, to possible future employment.

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Pennsylvania Rehabilitation Center

Johnstown, Pennsylvania

ADULT EDUCATION

Rehabilitation Education Advancement Placement

PROGRAM

awards this diploma to

on this date

for satisfatory completion of

Center Administrator _____ Program Administrator _____

Supervisor _____ Supervisor _____

Instructor _____ Instructor _____

APPENDIX B

ADULT BASIC EDUCATION ANNUAL PROGRAM
(As required by the Adult Education Act of 1966)
Period Covered: From 11/11/68 to 6/23/69

Part I - Statistical	
A. Students in the ABE Program this Fiscal Year	
1. Total Number of All Students in the Program	201
a. By Grade Level	
(1) Beginning Level (1-3)	25
(2) Intermediate Level (4-6)	64
(3) Advanced Level (7-8)	112
b. By Sex	
(1) Male	103
(2) Female	46
c. By Age Range	
(1) 18-24	85
(2) 25-34	30
(3) 35-44	18
(4) 45-54	12
(5) 55-64	1
d. By Race	
(1) White	138
(2) Negro	7
(3) Other Non-White	1
2. Number of ABE Students, By Selected Categories	
a. By Ethnic Group	
(1) Puerto Ricans	1
b. Migrant	1
c. Welfare Recipient	25
3. Total Number of New Enrollees During this Fiscal Year	201
4. Number of Separations for	
a. Employment	5
b. Other Known Reasons (Specify)	
(1) GED	96
(2) Services Voc. Rehab. Completed	
B. Location of ABE Classes	
5. Number of Classes Held in	
a. Public School Buildings	
b. All Other Facilities	13
c. Total Number of Classes	13

C. Teaching and Learning	
6. Number of Teacher Training Workshops	
a. Local	2
7. Number of Personnel Received Pre-Service and/or In-Service ABE Training	
a. Local Training	13
8. Classes Where Programmed Instruction Methods Were Used	
a. Number of these Classes this Year	1
b. Number of Students in these Classes	10
c. Average Number Instruction Hours in these Classes to Complete	40
D. Adult Basic Education Personnel	
9. ABE Teachers	
a. Number	13
b. Aggregate Hours of Instruction for the Fiscal Year	2231
10. ABE Counselors	
a. Number	3
b. Aggregate Hours of Counseling for the Fiscal Year	284
11. ABE Local Supervisory Personnel	
a. Number	2
b. Aggregate Hours of Supervision for the Fiscal Year	334
12. All Other ABE Personnel	
a. At the Local Level	
(1) Number	2
(2) Aggregate Hours of Employment for the Fiscal Year	576
E. Adult Basic Education Advisory Committees	
13. Number of Local ABE Advisory Committees Operating	1
14. Is a State ABE Advisory Committee Operating?	
a. Yes	X
b. No	

Part II - Narrative

A. Describe any Special, Demonstration, Research, and/or Innovative ABE Projects, Including the Number of ABE Students Involved. 201

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